ParkviewEducation
Shaping Minds. Building Futures

Parkview Academy

Shaping Minds. Building Futures

Child Protection and Safeguarding Policy and Procedures

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Key Contacts

Role	Name	Contact information
Designated Safeguarding Lead (DSL)	Gemma Barton	gemma.barton@parkviewcare.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Bernice Scott Melissa Coombes Steven Bing	bernice.scott@parkviewcare.co.uk melissa.combes@parkviewcare.co.uk steve.bing@parkviewcare.co.uk
Teacher in Charge	Bernice Scott	bernice.scott@parkviewcare.co.uk
Head of Education	Alison Dobbie	alison.dobbie@parkviewcare.co.uk
Education Consultant	Terry McKenzie	terrymcke@hotmail.com
Local Support	Area Safeguarding Advisor	03000 415648 or 07917602413
	Online Safety in the Education Safeguarding Service	03000 415797 esafetyofficer@theeducationpeople.org
	LADO	03000 410888 kentchildrenslado@kent.gov.uk
	Supporting procedures and strategies	Kent and Medway safeguarding children procedures and strategies - Kent Safeguarding Children Multi-Agency Partnership (kscmp.org.uk) Local Authority Designated Officer (LADO) - Kent Safeguarding Children Multi-Agency Partnership (kscmp.org.uk)
	LADO Referral document	https://www.kscmp.org.uk/__data/assets/word_doc/0019/114904/LADO-Professionals-Referral-form-2022.docx

Contents

This is a core policy that forms part of the induction for all staff.

It is a requirement that all members of staff have access to the policy and can demonstrate they have read and understand their safeguarding responsibilities.

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

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1. Introduction and Ethos

Parkview Academy recognises our statutory responsibly to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, managers, leaders, parents, families, and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.

Parkview Academy believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children regardless of age, gender, ability, culture, race, language, religion, or Sexual identity, have equal rights to protection.

Staff working with children at Parkview Academy will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child, they should act and act immediately.

Parkview Academy recognises the importance of providing an ethos and environment that will help children to be safe and feel safe. In Parkview Academy children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are considered when determining what safeguarding action to take and what services to provide.

Parkview Academy will endeavour to support the welfare and safety of all students through:

- Ensuring that the child's welfare is of paramount importance.
- All staff are trained and can recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Ensuring that children's mental and physical health or development is not impaired.
- Providing children, a balanced curriculum including PSHE (Personal, Social and Health Education); RSE (relationships and sex education) to help students stay safe, recognise when they don't feel safe and identify who they might / can talk to.
- Work with parents to ensure that parents understand the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Keep confidential records which are stored securely and shared appropriately with other professionals.
- The voice of the child is evident in case files and informs schools policy developments.
- Ensuring that the school practices safer recruitment processes in checking the suitability of staff, supply staff, volunteers, visitors/contractors, and parents about expected behaviour and our legal

responsibility to safeguard and promote the welfare of all our children at our school.

This policy is implemented in accordance with our compliance with the statutory guidance from the department for education, 'keeping children safe in education' 2024 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

The procedures contained in this policy apply to all staff, including proprietors, senior leaders, and temporary or third-party agency staff and are consistent with those outlined within KCSIE 2024.

2. Policy Context, Legislation and Statutory Guidance

This policy is implemented in accordance with our compliance with the statutory guidance from the department for education, 'Keeping Children Safe in Education' (KCSIE 2024) and Working Together to Safeguard Children (2023) which requires individual schools and colleges to have an effective child protection policy. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes but is not limited to:

- DfE Keeping Children Safe in Education – September 2024 (KCSIE)
- Working Together to Safeguard Children 2023 (WTSC)
- Section 5B (11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory Guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal offences can work with children
- Section 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory Guidance on The Prevent Duty, which explains schools' duties under the Counter-Terrorism and security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subject to harassment, violence and/or abuse, including that of a sexual nature, may breach any or

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all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our SLT and Teachers in Charge should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it is proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking action to support girls where there is evidence that they are being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, bi-phobic or transphobic bullying; or racial discrimination
- Ofsted: Education Inspection Framework' 2021 - Framework for the Assessment of children in need and their families (2000)
- Kent and Medway Safeguarding Children Procedures (Online)
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special Schools (England) Regulations 2015

Section 175 of the education act 2002 requires schools, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the secretary of state.

3. Definition Of Safeguarding

In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 explains neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

Children include everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:
- The Local Authority (LA)
- An integrated care board for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subject to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

Parkview Academy acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
- Abuse and neglect
- Bullying, including cyberbullying
- Children with family members in prison

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- Children absent from education
- Children missing education (CME)
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- Online
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or "sexting"
- Online safety
- Child on child abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called honour-based abuse including female genital mutilation (FGM) and forced marriage
- Upskirting – Parkview Academy acknowledge this is now a criminal offence. This offense comes under the Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim.

(Also see Part 1 and Annex B within **'Keeping Children Safe in Education'** September 2024)

4. Related Safeguarding Policies

This policy is one of a series in the Parkview Academy integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- Positive behaviour management, linked to the use of physical intervention
- Searching, screening and confiscation
- Online safety
- Anti-bullying
- Data protection and information sharing
- Image use
- Relationship and sex education (RSE)
- Health and safety
- Attendance
- Risk assessments (e.g., school trips, use of technology)
- First aid and accidents

- Managing allegations against staff
- Staff behaviour policy, including acceptable use of technology policies (AUP)
- Code of conduct/behaviour policy
- Safer recruitment
- Whistleblowing

5. Policy Compliance, Monitoring and Review

Parkview Academy will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary/agency staff) will be provided with a copy of this policy and part one and/or annex a of KCSIE September 2024 as appropriate.

Parents/carers can obtain a copy of the Parkview Academy child protection and safeguarding policy and other related policies on request. Additionally, this policy can be viewed via the Parkview Care website.

The policy forms part of our Parkview Academy development plan and will be reviewed annually by the senior leadership team (SLT) which has responsibility for oversight of safeguarding and child protection systems.

The designated safeguarding lead and teacher in charge will ensure regular reporting on safeguarding activity and systems to the senior management team. The SMT will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

6. Equality Statement

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language (EAL)
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

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- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

7. Key Roles and Responsibilities

Safeguarding and Child Protection is **everyone's** responsibility. This policy applies to all SMT, SLT, staff, volunteers, and those with governance responsibilities in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment.

The proprietor and management team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation.
This also includes

- Making sure that the school has appropriate filtering and monitoring systems in place and reviewing their effectiveness
- Reviewing the DfE's filtering and monitoring standards, and discussing with all staff and service providers about what needs to be done to support the school to meet these standards
- Making sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
- Making sure that all staff undergo safeguarding and child protection training, including online safety and that such training is regularly updated and is in line with advice from the safeguarding partners
- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training.

Parkview Education has a nominated manager for safeguarding, Mrs Alison Dobbie (Head of Education). The nominated manager will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The senior leadership team will ensure that the DSL is supported in their role and is provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The teacher in charge will ensure that our child protection and safeguarding policies and procedures are understood and followed by all staff.

Designated Safeguarding Lead (DSL)

Parkview Academy has appointed a designated safeguarding lead (DSL) from the leadership team in accordance with KCSIE September 2024 guidance. The DSL is responsible for matters relating to child protection and welfare. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

DSL -Gemma Barton gemma.barton@parkviewcare.co.uk

In their absence, these matters will be dealt with by any of the DDSLs:
Bernice Scott
bernice.scott@parkviewcare.co.uk
Melissa Combes melissa.combes@parkviewcare.co.uk
Steve Bing steven.bing@parkviewcare.co.uk

Teacher in Charge – Bernice Scott
bernice.scott@parkviewcare.co.uk

or Head of Education - Alison Dobbie
alison.dobbie@parkviewcare.co.uk

The DSL is key to ensuring that proper child protection and safeguarding procedures and policies are in place and adhered to. They will also act as a dedicated resource available for other staff, and parent/carers.

Parents are welcome to approach the DSL if they have any concerns about the welfare of any child in the school, whether these concerns relate to their child or any other. The DSL will liaise with the local authority and work with other agencies in line with statutory guidance Working Together to Safeguard Children, 2023 and Keeping Children Safe in Education, September 2024.

There will always be cover for this role and arrangements for this are as follows: in the event of the Designated Safeguarding Lead being unavailable, cover for this role will be taken on by the Deputy Designated Safeguarding Lead/s.

Deputy Designated Safeguarding Leads are:
Bernice Scott -
bernice.scott@parkviewcare.co.uk
Melissa Combes – melissa.combes@parkviewcare.co.uk
Steve Bing steven.bing@parkviewcare.co.uk

Should the deputy designated safeguarding leads be unavailable then the matter will be passed on to another available member of senior leadership, who will take the details and pass the information on to the designated safeguarding lead or deputy designated safeguarding lead as soon as they are available. The teacher in charge will be kept informed of any significant issues.

The DSL (and deputies) will be provided with sufficient time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school

The DSL will also:
- Keep the teacher in charge informed of any issues
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

It is the role of the DSL to carry out their functions as identified in annex c of KCSIE 2024. This includes but is not limited to:
- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential recording system for safeguarding and child protection concerns.
- Coordinate safeguarding action for individual children.
  - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)

- Liaise with other agencies and professionals in line with KCSIE 2024 and WTSC 2023.
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Kent Safeguarding Children Multi-Agency Partnership procedures (KSCMP), including referrals, are followed, as necessary.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search. Further information can be found in the Statutory guidance - PACE Code C 2019
- Represent, or ensure Parkview Academy is appropriately represented at multi-agency safeguarding meetings (including child protection conferences).
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during Parkview Academy hours) for staff in the school to discuss any safeguarding concerns.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and Parkview Academy leadership staff.
- Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSiE.
- Being responsible for online safety, including filtering and monitoring processes
- Informing the teacher in charge of any significant safeguarding issues.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

The Teacher in Charge

The Teacher in Charge is responsible for the implementation of this policy including:
- Ensuring that staff (including temporary staff) and volunteers:
  - Are informed of our systems which support safeguarding, including this policy, as part of their induction
  - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, including online safety, and updating the content of the training regularly
- Acting as the case manager in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all 'low-level' concerns, though they may wish to collaborate with the DSL on this.

Members of Staff

All staff will:

- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education and review this guidance at least annually
- Sign a declaration at the beginning of each academic year to say that they have reviewed this guidance
- Be aware of online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g., sites they need to visit or who they will be interacting with online)
- Provide a safe space for students who are LGBT to speak out and share their concerns.

All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated. Training includes all areas listed in appendices 1 – 8
- Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know how to maintain an appropriate level of confidentiality.

- Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

All staff will be aware of:

- Our systems which support safeguarding, including the Child Protection and Safeguarding Policy, and the staff Code of Conduct, the role and identity of the Designated Safeguarding Lead and Deputies, the Positive Behaviour Policy, the Online Safety Policy, and the safeguarding response to children who are absent from / go missing from education
- The Early Help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection.

Children and Young People

Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings considered.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

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- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant Parkview Academy policies and procedures.
- Talk to their children about safeguarding issues and support Parkview Academy in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from Parkview Academy or other agencies.

8. Child Protection Procedures

Recognising Indicators of Abuse and Neglect

All staff in Parkview Academy are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2023) and Keeping Children Safe in Education (September 2024). This is outlined locally within the Kent support levels guidance.

Parkview Academy recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

For further information see appendix 1.

Contextual Safeguarding

Contextual safeguarding is an approach to understanding and responding to, young people's experiences of significant harm beyond their families. It recognises that different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are

vulnerable to abuse beyond their front doors. www.contextualsafeguarding.org.uk

Parkview Academy recognises that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and will be explored by the DSI on a case-by-case basis.

In recognising and reporting concerns staff have been made aware through training that some children may not feel ready or know how to tell someone they are being abused, exploited, or neglected. In some cases, this is due to not feeling they have established a trusting relationship due to time or for some cases children they may not have the 'words' to tell an adult. However, this should not stop all staff from having professional curiosity and speaking to the designated safeguarding lead (DSL) about their concerns.

Parkview Academy recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with a DSI.

Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Children may report abuse happening to themselves, their peers, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.

Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines, this is seen in context of our social setting which may include students who are in-care, at risk of local crime and or involved in gangs.

Technology can be a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face and in many cases, abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online.

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By understanding the indicators or abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

All members of staff are expected to be aware of and follow this approach if they are concerned about a child:
- Be alert
- Question behaviours
- Ask for help
- Refer

Parkview Academy recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

Responding to Child Protection Concerns

If staff are made aware of a child protection concern, they are expected to:
- Listen carefully to the concern and be non-judgmental.
- Only use open questions to clarify information where necessary, e.g., who, what, where, when or tell, explain, describe (TED).
- Not promise confidentiality as concerns will have to be shared further, for example, with the DSL and potentially integrated children's services.
- Be clear about boundaries and how the report will be progressed.
- Record the concern in line with Parkview Academy record keeping requirements.
- Inform the DSL (or deputy), as soon as practically possible.

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving or there is a concern regarding decisions made, the DSL will consider following KSCMP escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the education safeguarding service.

Recording Concerns

All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded on Cpoms or a 'Cause for Concern' form and handed to the DSL/DDSL without delay.

Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the school receives child protection files, the DSL will ensure key staff or named person with oversight for SEN, will be made aware of relevant information as required.

Multi-Agency Working

Parkview academy recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.

Parkview Academy recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, core groups, strategy meetings, child in need meetings or other early help multi-agency meetings.

Confidentiality and Information Sharing

The Data Protection act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe except in circumstances where damage may be done to a person or group of people. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of

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children, and where appropriate the academy will seek advice from senior management.

Parkview Academy recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2024.

Parkview Academy has staff appropriately trained in data protection as required by the general data protection regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.

The teacher in charge or DSL will disclose relevant safeguarding information about a learner on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, in line with our confidentiality policy they also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate. All staff are aware they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.

Complaints

All members of the Parkview Academy community should feel able to raise or report any concerns about children's safety or potential failures in the school safeguarding regime.

The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns or complaints.
Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
Staff can call 0800 028 0285 (8:00 am to 8:00 pm Monday to Friday) or email help@nspcc.org.uk.

The leadership team at Parkview Academy will take all concerns reported to the school seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Anything that constitutes an allegation against a member of staff or volunteer will be dealt with Local Authority

Safeguarding Guidelines reporting to the LADO for advice and/or instruction.

9. Specific Safeguarding Issues

Parkview Academy is aware of a range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to part one, DSLs, school leaders and staff who work directly with children will read annex b of KCSIE 2024 which contains important additional information about specific forms of abuse and safeguarding issues.

Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in this policy and speak with the DSL or a deputy.

Child-on-Child Abuse

All members of staff at Parkview Academy recognise that children are capable of abusing their peers. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Parkview Academy recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying (including cyberbullying)
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- 'Upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. This is a criminal offense.
- Nude or semi-nude image sharing (also known as 'sexting' or youth produced/involved sexual imagery)
- Initiation/hazing type violence and rituals.

All staff have a role to play in challenging inappropriate behaviours between peers. Staff and leadership recognise that that some child-on-child abuse issues may be affected by gender, age, ability, and culture of those involved, (i.e., for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all child-on-child abuse is unacceptable, and all reports will be taken seriously.

Parkview Academy believes that abuse is abuse and it will never be tolerated or dismissed as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Parkview Academy recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place.

Concerns about learner's behaviour, child-on-child abuse taking place offsite will be responded to as part of a partnership approach with learners and parents/carers. Offsite behaviour concerns will be recorded and responded to in line with existing appropriate policies, for example anti-bullying, acceptable use, behaviour, and child protection policies.

To minimise the risk of child-on-child abuse, Parkview Academy will:
- Use the anti-bullying policy including cyber-bullying
- Provide pastoral support for involved students
- Inform students through effective RSE
- Provide students with space and tools to report incidents to staff

Parkview Academy want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSL and will be recorded, investigated, and dealt with in line with associated Parkview Academy policies, including child protection, anti-bullying, and behaviour. Learners who experience abuse will be offered appropriate support, regardless of where the abuse takes place.

Alleged victims, perpetrators and any other child affected by child-on-child abuse may be supported by:
- Pastoral support, working with parents/carers, and in cases of sexual assault, informing the police and/or front door

Child On Child Sexual Violence and Sexual Harassment

When responding to concerns relating to child-on-child sexual violence or sexual harassment, Parkview Academy will follow the guidance outlined in part five of KCSIE 2024 which has incorporated the DfE guidance 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'.

Parkview Academy will consider the risks with regards to all students and especially vulnerable groups under The Equality Act 2010.

Parkview Academy recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment are never acceptable.

All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or be made to feel ashamed for making a report.

When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.

Reports will initially be managed internally by the school and where necessary will be referred to integrated children's services and/or the police. The decision making and required action taken will vary on a case-by-case basis, but will be informed by the wishes of the victim, the nature of the alleged incident (including whether a crime may have been committed), the ages and developmental stages of the children involved, any power imbalance, if the alleged incident is a one-off or a sustained pattern of abuse, if there are any ongoing risks to the victim, other children or school staff, and any other related issues or wider context.

If at any stage the DSL is unsure how to proceed, advice will be sought from the education safeguarding service.

The school supports the inclusion of the DfE guidance Sexual Violence and Sexual Harassment between Children in Schools and Colleges by emphasising:
- The importance of explaining to children that the law is in place to protect rather than criminalise them
- The importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- The need for school and colleges to be part of discussions with statutory safeguarding partners.

Nude and/or Semi-Nude Image Sharing

Parkview Academy recognises that consensual and non-consensual sharing of nude and semi-nude images and/or videos, including pseudo-images that are computer generated images that otherwise appear to be a photograph or video (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

Assessing adult-involved nude and semi-nude sharing incidents

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:
- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:
- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering. Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:
- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

When made aware of concerns involving nude or semi-nude image taking/sharing involving children, staff are advised to:
- Report any concerns involving nude or semi-nude image sharing involving children to the DSL immediately.
- Never view, copy, print, share, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already viewed the imagery by accident (e.g., if a child has shown it to them), this will be immediately reported to the DSL.
- Not delete the imagery or ask the young person to delete it.
- Not say or do anything to blame or shame any children involved.
- Explain to child(ren) involved that they will report the issue to the DSL and reassure them that they will receive appropriate support and help.
- Not ask the child or children involved in the incident to disclose information regarding the imagery and not share information about the incident with other members of staff, the child(ren) involved or their, or other, parents and/or carers. This is the responsibility of the DSL.

DSLs will respond to concerns as set out in the non-statutory UKCIS guidance: sharing nudes and semi-nudes: advice for

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education settings working with children and young people' and the local KSCMP guidance.

When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:

- The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
- Parents and carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
- All decisions and action taken will be recorded in line with our child protection procedures.
- A referral will be made to ICS (Integrated Children's System) and/or the police immediately if:
  - The incident involves an adult (over 18).
  - There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
  - The image/videos involve sexual acts and a child under the age of 13, depict sexual acts which are unusual for the child's developmental stage, or are violent.
  - A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes. 2491596 c&yp schools guides.indd (npcc.police.uk)

The DSL may choose to involve other agencies at any time if further information/concerns are disclosed at a later date. If DSLs are unsure how to proceed, advice will be sought from the education safeguarding service.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Parkview Academy recognises that CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other

advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSL or a deputy.

Serious Violence

All staff are made aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

Gangs, County Lines, Serious Violence, Crime and Exploitation

Parkview Academy recognises the impact of gangs, county lines, serious violence, crime, and exploitation. Any concerns regarding gangs, county lines, serious violence, crime, and exploitation will be reported and responded to in line with other child protection concerns.
The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.
All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Children who are absent from or are missing education for repeatedly and/or for periods of time; or regularly come home late
- Children who regularly miss school or education or do not take part in education
- Change in friendships/relationships with others/groups
- Children who associate with other young people involved in exploitation

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- Children who suffer from changes in emotional well-being
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

So-Called Honour-Based Abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBA are abuse (regardless of the motivation) and concerns should be responded to in line with this policy. Staff will report any concerns about HBA to the DSL (or a deputy).

Whilst all staff will speak to the DSL (or deputy) regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.
- If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Preventing Radicalisation

Parkview Academy is aware of our duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from becoming involved with or supporting terrorism", also known as the prevent duty and the specific obligations placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and IT policies.

Parkview Academy recognises that children are susceptible to radicalisation into terrorism and staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff will report any concerns to the DSL (or a deputy), who is aware of the local procedures to follow.

Domestic Abuse

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to serious long lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.
- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims in their own relationships too

Cybercrime

Parkview Academy recognises that children with skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL will be informed, and consideration will be given to accessing local support and/or referring into the cyber choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with this and other appropriate policies.

10. Supporting Children Potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

Safeguarding Children with Special Educational Needs and Disabilities (SEND)

Parkview Academy acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the school leadership team to plan support as required. Parkview Academy recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or certain medical conditions may be disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Members of staff are encouraged to be aware that children with SEND can be disproportionally impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

To address these additional challenges, our school will always consider implementing extra pastoral support and attention for children with SEND. The DSL will work closely with all staff to plan support as required.

Children Requiring Mental Health Support

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences can impact on their mental health, behaviour, and education.

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour, and education.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

Children Absent from or Missing from Education

Children absent, or missing from education, particularly repeatedly and/or for prolonged periods, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, they MUST inform the DSL/DDSLs or Teacher in Charge and the school will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Where the school have concerns that a child is absent or missing from education, we will respond in line with our statutory duties and local policies.

Children Who Need a Social Worker

The DSL will hold details of social workers working with children in the school so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children have a social worker, this will inform school decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

Looked After Children, Previously Looked After Children and Care Leavers

Parkview academy recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.

The school has appointed a 'designated member of staff' – the Teacher in Charge (DSL), who works with local authorities to promote the educational achievement of registered students who are looked after or who have been previously looked after.

The designated member of staff will work with the DDSLs to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

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Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.

Where the school believe a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the local authority via the front door.

Where a child is leaving care, the DSL will hold details of the local authority personal advisor appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

Children identifying as Lesbian, Gay, Bisexual or Gender Questioning

Parkview Academy recognises its obligation towards children identifying within the LGBTQ+ community. The school offers respect and a safe space for children to speak out and share their concerns with members of staff.

We recognise that students who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL.

When families/carers are making decisions about support for gender questioning students, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning student, we will take a cautious approach as there are still unknowns around the impact of social transition, and a student may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the student). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where students can speak out or share their concerns with members of staff.

11. Online Safety

It is recognised by Parkview Academy that the use of technology presents challenges and risks to children and adults both inside and outside of school. Parkview Academy will empower, protect, and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The DSL has overall responsibility for online safeguarding within Parkview Academy but will liaise as necessary with other members of staff.

Parkview Academy identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content** - being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism
- **Contact** - being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Parkview Academy will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum. Teaching staff are provided with a copy of **Education for a Connected World Framework'** and DfE **Teaching Online Safety in School'** guidance.

Parkview Academy will build a partnership approach to online safety and will support parents/carers to become aware and alert.

Parkview Academy will ensure that online safety training for all staff is integrated, aligned, and considered as part of our overarching safeguarding approach.

Policies And Procedures

The DSL will respond to online safety concerns in line with the child protection and other associated policies. Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Parkview Academy uses a wide range of technology. This includes computers, laptops and other digital devices, the internet, and email systems. All school owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Parkview Academy recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2024, the school has appropriate policies in place that are shared and understood by all members of the community.

Appropriate Filtering and Monitoring

Parkview Academy will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering (Smoothwall) and monitoring procedures are in place.

- If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, report the concern immediately to a member of staff, report the URL of the site to technical staff and the DSL.
- All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights, and privacy legislation.
- Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.
- Any access to material believed to be illegal will be reported immediately to the appropriate agencies.
- When implementing appropriate filtering and monitoring, Parkview Academy will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Parkview Academy acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

- Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
- Learners' internet use will be supervised by staff according to their age and ability.
- Learners will be directed to use age-appropriate online resources and tools by staff.

Information Security and Access Management

Parkview Academy is responsible for ensuring an appropriate level of security protection procedures are in place, to safeguard our systems as well as staff and learners.

Parkview Academy will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Staff Training

Parkview Academy will ensure that all staff receive face-to-face online safeguarding training as part of induction and that ongoing online safety training and update for all staff will be integrated, aligned, and considered as part of our overarching safeguarding approach. Training for all staff will include online safety, including an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring

Educating Learners

Parkview Academy will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Working With Parents/Carers

Parkview Academy will build a partnership approach to online safety and will support parents/carers to become aware and alert of the potential online benefits and risks for children.

Remote Learning

Students at Parkview Academy would only accessing online learning during lockdown, long-term illness (or for a specific reason), the following safety rules apply:

- Parkview Academy will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and agreed systems. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school code of conduct, online safety policy and acceptable use policies.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. School will continue to be clear who from the school their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parent/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Parkview Academy recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Parkview Academy will treat any use of AI to access harmful content or bully students in line with this policy and our Anti-bullying and Positive Behaviour Policies.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

12. Staff Engagement and Expectations

Staff Induction, Awareness and Training

Parkview Academy acknowledges that the proprietor, Senior Management Team, and the Education Consults have enhanced responsibilities in respect of all safeguarding matters within the school and wider organisation and they receive mandatory training to ensure they are kept up to date with changes and or legal responsibilities.

All members of staff have been provided with a copy of part one or annex b of 'Keeping Children Safe in Education' (2024) which covers safeguarding information for all staff.
- School leaders, including the DSL will read the entire document.
- School leaders and all members of staff who work directly with children will access annex b within Keeping Children Safe in Education 2024.
- All members of staff have signed to confirm that they have read and understood the national guidance shared with them. This is then kept by the DSL.

The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training and information to ensure they are aware of the school internal safeguarding processes as part of their induction. This will include a copy of relevant policies and guidance.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues; this training will be updated at least annually.

Safeguarding training for staff, including online safety training, will be integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually and throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively e.g., via input from knowledgeable and experienced staff, inviting input at staff meetings and training.

Staff will be encouraged to contribute to and shape the schools' safeguarding arrangements and child protection policies e.g., via input from knowledgeable and experienced staff, inviting input at staff meetings and training.

The DSL and teacher in charge will provide data, contributing to an annual report to the SMT detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

All members of the SMT will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

Safer Working Practice

All members of staff are required to work within our clear guidelines on safer working practice as outlined in the schools' code of conduct.

The DSL will ensure that all staff and volunteers have read the child protection policy and staff code of conduct and understand that their behaviour and practice must be in line with it.
Staff will be made aware of the school positive behaviour policy. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures and national guidance.

All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff code of conduct, acceptable use policies, and social media.

Supervision and Support

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

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Parkview Academy will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their union, the education support partnership, or other similar organisations directly.

13. Safer Recruitment and Allegations

Safer Recruitment and Safeguarding Checks

Parkview Academy is committed to ensure the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

Parkview Academy will follow relevant guidance in Keeping Children Safe in Education 2024 (Section 3 'Safer Recruitment') and from the Disclosure and Barring Service (DBS)

- The SMT and leadership team are responsible for ensuring that Parkview Academy follows safe recruitment processes outlined within guidance.
- The SMT and leadership team will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
- The school maintains an accurate single central record (SCR) in line with statutory guidance.

Parkview Academy are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands, and warnings.

Additionally, as part of our due diligence the school carries out online searches to identify any incidents or issues that have happened and are publicly available which may need to be explored further during interview, prior to appointment.

Shortlisted candidates should be informed of this search being undertaken

Where the school places a learner with an alternative provision provider, the school will continue to be responsible for the safeguarding of that child. The school will undertake appropriate checks to ensure the provider meets the needs of the student, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Allegations/Concerns Raised in Relation to Teachers, Including Supply Teachers, Other Staff, Volunteers, And Contractors

The school will respond to allegations in line with the local Kent Allegations Arrangements and Part Four of KCSIE 2024.

Any concerns or allegations about staff, including those which do not meet the allegation/harm threshold (8.2.1) will be recorded and dealt with appropriately in line with national and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Where school leaders are unsure how to respond, for example if the school is unsure if a concern meets the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO) enquiry line and/or the Education Safeguarding Service.

Allegations/Concerns Raised in Relation to the Proprietor or Head of Education

The school will respond to allegations in line with the local Kent Allegations Arrangements and Part Four of KCSIE 2024.

Any concerns or allegations about the Head of Education should be referred to Proprietor.

Concerns That Meet The 'Harm Threshold'

Parkview Academy recognises that it is possible for any member of staff, including volunteers, SMT, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person may pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This includes when someone has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child and/or:
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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Allegations against staff that meet this threshold will be referred immediately to the teacher in charge or DSL who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the teacher in charge/DSL, staff are advised that allegations should be reported to the head of education who will contact the LADO.

Concerns That Do Not Meet The 'Harm Threshold'

Parkview Academy may also need to act in response to 'low-level' concerns about staff, which typically, would be behaviours which are inconsistent with our staff code of conduct, including inappropriate conduct outside of work and concerns that do not meet the allegations threshold.

Where low-level concerns are reported to the school, the teacher in charge/DSL will share or liaise with the LADO enquiries officer via the LADO enquiry line.

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO enquiry line and following our disciplinary procedures.

Additional information regarding low-level concerns is contained within our code of conduct – this includes what a low-level concern is and the importance of sharing them.

Safe Culture

As part of our approach to safeguarding, Parkview Academy has created and embedded a culture of openness, trust, and transparency in which our values and expected behaviour as set out in our code of conduct are constantly lived, monitored, and reinforced by all staff (including supply teachers, volunteers, and contractors) and where all concerns are dealt with promptly and appropriately.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Parkview Academy will take all concerns or allegations received seriously. All members of staff are made aware of the school whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. This is as part of our ongoing culture of vigilance with staff about in and out of school behaviours including online.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 am to 8:00 pm Monday to Friday) or email help@nspcc.org.uk.

Parkview Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

14. Opportunities to Teach Safeguarding

Parkview Academy will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. This will include covering relevant issues through relationships education (primary schools), relationships and sex education (secondary schools) and health education (for all state-funded schools).

We recognise that school plays an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour, what is 'safe', to recognise when they and others close to them are not safe, and how to seek advice and support when they are concerned.

Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness, and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

Parkview Academy recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

15. Physical Safety

Use of Reasonable Force

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children from harm. Further information regarding our approach and expectations can be found in our Physical Restraint and Use of Reasonable Force Policy.

The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school facilities/premises, the teacher in charge and SLT will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and those relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

Safeguarding requirements will be included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

If the school receives an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, we will follow our safeguarding policies and procedures and inform the local authority designated officer (LADO)

Site security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. Visitors will be expected to, sign in and out via the school visitors log and to display a visitor's badge whilst on site.

Staff and visitors will be expected to adhere to any safety arrangements implemented because of covid-19 restrictions.

Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

16.   Local Support

All members of staff in Parkview academy are made aware of local support available.

The Academy has a statutory duty to promote and safeguard the welfare of children and have due regard to guidance issued by the department for education. The academy recognises its legal and moral duty to promote the wellbeing of children, protect them from maltreatment, and respond to child abuse, as well as its responsibility to follow the local

inter-agency procedures of Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

Education safeguarding service

Area safeguarding advisor
- 03000 415648 or 07917602413
- www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts

Online safety in the education safeguarding service
- 03000 415797
- esafetyofficer@theeducationpeople.org (non-urgent issues only)

LADO
- Telephone: 03000 410888
- kentchildrenslado@kent.gov.uk

If you need to speak to the LADO service regarding an allegation against a member of staff, please contact the LADO service or complete a referral form. Your details will be taken and passed to the LADO on duty. The same LADO will support you through the process until the matter has been resolved.
view referral form for professionals (docx, 81.4 kb)
view referral form for parents and carers (docx, 67.6 kb)

Integrated children's services
- Front door: 03000 411111
- Out of hours number: 03000 419191

Kent police
- 101 or 999 if there is an immediate risk of harm

Kent safeguarding children multi-agency partnership (KSCMP)
- kscmp@kent.gov.uk
- 03000 421126

Adult safeguarding
- Adult social care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or
- Email social.services@kent.gov.uk

17.   Additional Safeguarding Information

- **Appendix 1:** Categories of Abuse
- **Appendix 2:** Sexual Abuse and Sexual Harassment
- **Appendix 3:** Child Sexual Exploitation, Child Criminal Exploitation and County Lines
- **Appendix 4:** Female Genital Mutilation (FGM)
- **Appendix 5:** Domestic Violence
- **Appendix 6:** Preventing Radicalisation
- **Appendix 7:** Children Absent from or Missing from Education
- **Appendix 8:** Child-on-Child Abuse
- **Appendix 9:** Homelessness
- **Appendix 10:** So-called 'honour-based' Abuse (including FGM and Forced Marriage)

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- **Appendix 11;** Serious Violence
- **Appendix 12:** Checking the Identity and Suitability of Visitors
- **Appendix 13:** Parkview Academy - cause for concern form
- **Appendix 14:** further advice

18. Links With Other Policies

This policy links to the following policies and procedures:
- Anti-bullying (which includes racist issues)
- Attendance
- Complaints
- Curriculum
- Exclusions
- First aid
- Health and safety
- Medicines policy
- Online safety
- Physical restraint and Use of Reasonable Force
- Positive Behaviour
- Risk assessment
- Safer recruitment
- Sex and relationship education
- Staff code of conduct
- Whistleblowing

19. Additional Contact Information

- Main contact: 0808 800 5000 (help@nspcc.org.uk)
- Childline: 0800 1111
- FGM direct line: 0800 028 3550
- Gangs direct line: 0808 800 5000
- Whistleblowing advice line: 0800 028 0285
- Forced marriage unit 020 70080151 (fmu@fco.gov.uk)
- Tackling extremism and radicalisation (Prevent) counter.extremism@education.gsi.gov.uk 020 7340 7264

Appendix 1
Categories of Abuse

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that may indicate sexual abuse:

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs That MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and Adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another Person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally Inappropriate expectations being imposed on children. These may include interactions that are Beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the Exploitation or corruption of children. Some level of emotional abuse is involved in all types of Maltreatment of a child, although it may occur alone.

Signs That MAY INDICATE Emotional Abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted

- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs That MAY INDICATE Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

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Appendix 2
Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face-to-face (both physically and verbally) and are never acceptable.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate, or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers, or children. Staff should be vigilant to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Nude/or semi-nude image sharing by children - sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Upskirting

Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional, and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Harmful Sexual Behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some

form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. To determine the nature of the incident the following factors should be given consideration.

The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive, and emotional development, power and control and authority, passive, and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality, or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Responding to reports of Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

The initial response by a school or college to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to repot or come forward. It s essential that all victims are reassured that they are taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Staff taking a report should never promise confidentiality as it is likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system schools and colleges should be aware of anonymity, witness support and the criminal process in general so they can offer support and act appropriately.

As a matter of effective safeguarding practice, schools and colleges should do all they reasonably can to protect the anonymity of any children involved in any report of sexual violent or sexual harassment.

Risk assessment

When there has been a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All the other children (and if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded and kept under review.

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Appendix 3
Child Sexual Exploitation, Child Criminal Exploitation and County Lines

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL/DDSL. The DSL/DDSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual or criminal exploitation, including involvement in County Lines.

Signs include:

- Going missing from home or school
- Regular school absence (repeatedly or for prolonged periods of time)/truanting
- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are

- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.

County lines is a term used to describe gangs and organised criminal networks involved in the exporting of illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line.'

Exploitation is an integral part of the county lines offending model with children ad vulnerable adults being exploited to move (and store) drugs and money. The same grooming models used to coerce, intimidate, and abuse individuals for sexual and criminal exploitation are also used for grooming vulnerable individuals for county lines.

Appendix 4
Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM act 2003 ("the 2003 act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5b of the 2003 Act 1 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015. Whilst all staff should speak to the DSL regarding any concerns about female genital mutilation (FGM), there is a **specific legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher MUST report this to the police.

What is FGM?
It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:
- Type 1 clitoridectomy – partial/total removal of clitoris
- Type 2 excision – partial/total removal of clitoris and labia minora
- Type 3 infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

Why is it carried out?
Belief that:
- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic

- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?
FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:
- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia, and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'one chance' rule
As with forced marriage there is the 'one chance' rule. It is essential that settings /schools/colleges act **without delay** and make a referral to children's services.

Appendix 5
Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

What should I do if I suspect a family is affected by domestic abuse?
National domestic abuse helpline refuge runs the national domestic abuse helpline, available 24hour a day 0808 2000 247 and its website offers guidance and support for potential victims.
Refuge https://www.refuge.org.uk/

Appendix 6
Preventing Radicalisation

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
Negate or destroy the fundamental rights and freedoms of others, or
Undermine, overturn or replace the UKs system of liberal parliamentary democracy and democratic rights, or
Intentionally create a permissive environment for others to achieve the results outlined in either of the above points.

Terrorism is an action that:
- Endangers or causes serious violence to a person/people
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home. There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:
- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

The Prevent Duty ensures schools and colleges have 'due regard' to the need to prevent people from becoming involved with or supporting terrorism.

Channel is the voluntary, confidential support programme which focuses on providing support at an early stage to individuals that have been identified as being susceptible to radicalisation. Prevent referrals may be passed to the multi-agency channel panel to determine whether individuals require support.

- Guidance on channel
- https://www.gov.uk/government/publications/channel-guidance

Further information can be obtained from the home office website.

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Appendix 7
Children Absent from or Missing from Education

A child being absent from education particularly repeatedly and/or for prolonged periods of time, or going missing from education, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become absent from or missing from education, but some children are particularly at risk.

These include children who:
- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveler families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from or who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Appendix 8
Child-on-child Abuse

Child-on-child abuse is when children abuse other children.

This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma and will offer them appropriate support.

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Appendix 9
Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

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Appendix 10
So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM
The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:
- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:
- Having difficulty walking, sitting, or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations

- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:
- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:
- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage
Forcing a person into marriage is a crime.

A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

it is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e., we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

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If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL. The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

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Appendix 11
Serious Violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

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Appendix 12
Checking the Identity and Suitability of Visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Appendix 13

Parkview Academy Cause for Concern Form

Child Protection Record – Report of A Concern	
Date of Record	
Date of Incident	
Name of Referrer	
Child Name	

Details of Concern:

- Use body map if appropriate (with advice of Designated Lead)
- Use initials for other children / young people involved unless there is a specific need to name them in full
- Notes, if taken, may be attached to this form

Reported To		**Role of Person Reported To**	
Signed		**Date**	
Action Taken			
Signed		**Date**	

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Appendix 14

Further Advice on Child Protection is Available From

NSPCC: http://www.nspcc.org.uk/

Childline: http://www.childline.org.uk/pages/home.aspx

Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

Beat Bullying: http://www.beatbullying.org/

Childnet International - making the internet a great and safe place for children. Includes resources for professionals and parents http://www.childnet.com/

Thinkuknow (includes resources for professionals and parents) https://www.thinkuknow.co.uk/

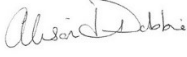Safer Internet Centre http://www.saferinternet.org.uk/

Transgender http://www.mermaidsuk.org.uk/

Schools transgender toolkit

Intercom trust transgender guidance

20. Policy Review

Date	Name/Responsibility	Reviewed/Amended	Signature
01/09/21	Alison Dobbie/Head of Education	Amended to reflect KCSiE 2021 (v001)	*Alison Dobbie*
10/11/21	Alison Dobbie/Head of Education	Further amendments following review by Education Consultant (v002)	*Alison Dobbie*
12/01/22	Balwant Bhogal/Proprietor	Review	
20/05/22	Alison Dobbie/Head of Education	Amended following Safeguarding Audit – 19/05/22	*Alison Dobbie*
08/09/2022	Alison Dobbie/Head of Education	Amended to reflect KCSiE 2022 (v004)	*Alison Dobbie*
23/09/22	Alison Dobbie/Head of Education	Amended following advice from consultant (v005)	*Alison Dobbie*
05/09/2023	Alison Dobbie/Head of Education	Amended to reflect KCSiE 2023 and following guidance from safeguarding consultant (V1 2023)	*Alison Dobbie*
02/01/2024	Alison Dobbie/Head of Education	Amended to include new Teacher in Charge details (V2 2023)	*Alison Dobbie*
08/08/2024	Alison Dobbie – Head of Education	Amended to reflect KCSiE 2024 (V1)	*Alison Dobbie*

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